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ABSTRACT

This report evaluates Project CABES (Career Advancement through Bilingual Education Skills) during its second year of extension of a federal funding cycle at New York's Seward Park High School. The major goal of Project CABES was to provide career advancement skills to 250 Hispanic 9th- through 12-grade students of limited English proficiency interested in a career-oriented rather than academic curriculum. Courses included typing, employability skills, word processing, and bilingual career workshops. The project also provided bilingual content area, English as a Second Language (ESL), and native language arts (NLA) courses. The program achieved its proposed objectives in ESL, typing, the first job skills course, and word processing. Objectives were not met in the second job skills course or the NLA course, and they were met in only one content area course. The attendance and some staff development objectives were met, but the parental involvement objective could not be assessed. Content area class performance dropped from the previous year. Program strengths include a successful career advancement program, high level of staff development activity, and efforts to improve parental and student attendance. Recommendations for program improvement include allocation of a larger office space, computer repairs and service contract, and publicity of the content of the computer mathematics course. (Author/MSE)

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EVALUATION SECTION REPORT

CAREER ADVANCEMENT THROUGH BILINGUAL EDUCATION SKILLS

PROJECT CABES
1987-1988

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EVALUATION SECTION REPORT

CAREER ADVANCEMENT THROUGH BILINGUAL EDUCATION SKILLS

PROJECT CABES
1987-1988

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5/22/89

PROJECT CABES*
1987-88

SUMMARY

- Project CABES was fully implemented. During the 1987-88 school year participating students received instruction in English as a Second Language (E.S.L.), native language arts (N.L.A.), and bilingual content area courses. Included in the project's career-oriented curriculum were courses in typing, employability skills, and word processing. The program also provided counseling, tutorials, staff development, and parental involvement activities.

- Students met the program objectives in E.S.L., career advancement courses (except Job Skills II), and attendance rate. In content area classes the students partially met the objectives in mathematics in the fall semester. The program did not meet its objective in N.L.A.

Project CABES (Career Advancement Through Bilingual Education Skills) was in its second year of extension following a three-year Title VII funding cycle at Seward Park High School. Its major goal was to provide career advancement skills to a population of 250 Hispanic students of limited English proficiency (LEP). The target group consisted of ninth- through twelfth-grade students interested in pursuing a career-education sequence rather than a regular academic one. Included in this career-oriented curriculum were courses in typing, employability skills, word processing, and bilingual career workshops. The project also provided bilingual content area, N.L.A., and E.S.L. courses. CABES sought to enable its students to enter the English-language mainstream as quickly as possible.

Project CABES' dual focus on general education in Spanish and English and career-awareness training distinguishes it from most other bilingual programs at comprehensive-academic high schools. The program introduced a new component in career advancement courses: Job Skills II. Support services for project students included counseling, peer and teacher tutoring, and referrals to outside agencies. Cultural and extracurricular activities included a Latin American Festival and a Latin American Club. Staff development for project personnel included monthly program meetings, in-service workshops/lectures, and coursework at local universities. Parental involvement consisted of an advisory committee that held periodic meetings, parental

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*This summary is based on the final evaluation of the "Project CABES 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

participation in all cultural events sponsored by the school, and visits to the program office whenever needed.

Students entered the project on the basis of their scores below the twenty-first percentile on the English version of the Language Assessment Battery (LAB) and higher on the Spanish LAB.

Office of Research, Evaluation, and Assessment personnel examined course passing rates, performance on the LAB, attendance data, information from interviews of program and school personnel, and observations of classes to evaluate the program.

The program achieved its proposed objectives in E.S.L; students made statistically significant Normal Curve Equivalent (N.C.E.) gains on the LAB. Students achieved the career advancement objective in typing, Job Skills I, and word processing, but not in Job Skills II. Only students enrolled in fall mathematics courses achieved the 70 percent passing criterion in content area classes. Students did not meet the program objective for N.L.A. In the noninstructional component, the program met its objective for students' attendance rate; attendance of program students was significantly higher than that of mainstream students. In staff development the program met some of its objectives in the area of activities and in-service training. The objectives for parental involvement could not be assessed as information was not provided. The performance of students in content area classes was poorer in 1987-88 as compared to 1986-87.

The positive aspects of Project CABES include its successful career advancement program designed to improve employability skills, high level of staff development activity, and efforts to improve parental and student attendance. Among criticisms of the program were cramped space, nonworking computers, and that the computer math course had been presented to students as a programming course, rather than what it was, i.e., a literacy course.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- If possible, allocate a larger space for use as the project's office.
- Repair the nonworking computers as soon as possible and purchase a service contract to maintain a reasonable functional level of this equipment.
- Publicize the content of the computer mathematics course to avoid the reported confusion and embarrassment experienced by students who take it.

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I. INTRODUCTION

The Career Advancement Through Bilingual Education Skills Project (Project CABES) at Seward Park High School in Manhattan's Lower East Side was a Spanish/English program funded for its fifth year by the Elementary and Secondary Education Act (E.S.E.A.) Title VII. Its major goal was to provide career advancement skills to limited English proficient (LEP) Hispanic students. Through career-oriented courses, the project sought to help students develop the job-related skills needed for success in the marketplace, while at the same time providing them instruction in the English as a Second Language (E.S.L.), native language arts (N.L.A.), and academic content area courses required by the New York State Board of Regents for graduation. To facilitate the mainstreaming process, Project CABES staff members worked closely with the school administration to integrate project activities with the schoolwide instructional program. The major target group was comprised of ninth- and tenth-grade students, but eleventh and twelfth graders also received project services. The project served a total of 252 students.

The project office was a small, cramped room that provided barely enough space for the director, resource and curriculum specialists, paraprofessionals, and students visiting to receive counseling and tutorial services. The limited space made it difficult to carry out the many activities which had to be performed simultaneously.

STAFF

Project CABES' staff consisted of a director, a bilingual guidance counselor, a resource specialist, a curriculum specialist, and six paraprofessionals (two of whom were funded by another program). The director, the curriculum specialist, the resource specialist, and the bilingual guidance counselor had master's degrees. All of the paraprofessionals had taken college courses.

The project director had more than 29 years of experience in education, including 23 years in bilingual, E.S.L., and foreign language education. Her responsibilities consisted of placing new students on the basis of interviews and an evaluation of their records; hiring, assigning, and supervising staff members; supervising curriculum development activities; preparing budgets and monitoring expenditures; coordinating project activities with the school administration; representing the project at outside activities, such as conferences and workshops; and teaching one of the Spanish advanced placement classes.

The resource specialist had two years' experience in bilingual and E.S.L. education. She taught one Spanish advanced placement class; served as faculty advisor to the school's Latin American Club; prepared project-related artwork; and coordinated the project's cultural enrichment program. She contacted Hispanic organizations that could provide the program with useful information or services and arranged for counselors from City University to address project students about educational and

employment opportunities.

The curriculum specialist had nine years' experience in bilingual and E.S.L. education. This year, he taught two classes; conducted group and individual tutoring sessions; developed and updated program curricula; helped edit the project's newsletter, "La Voz Latina"; worked with the Parent Advisory Committee to prepare policies for improving conditions for CABES' parents and students and for the project as a whole; gave general orientation workshops to help parents relate better to Seward Park's administrators, teachers, students, and Project CABES; coordinated special activities for parents, including E.S.L. classes, cultural activities, and survival skills workshops; and translated school documents for parent and community use.

The bilingual guidance counselor had eight years of experience. The counselor conducted weekly classroom meetings with project students to discuss topics such as career planning and self-perception. Occasionally, the counselor left the topic of discussion open to allow the students to bring up matters of concern to them. He also met with students individually and contacted parents of students who had special academic, disciplinary, or health problems.

The project's paraprofessionals tutored students individually and in small groups, proctored exams, and provided oral and written translations for monolingual teachers. Four of these educational assistants were former Project CABES students.

The project director supervised the Project CABES' staff. She, in turn, was responsible to the school's principal. Thirty teachers served the bilingual program but were not funded by Title VII.

STUDENT CHARACTERISTICS

All students who scored below the twenty-first percentile on the English version of the Language Assessment Battery* (LAB) and higher on the Spanish LAB were candidates for Project CABES. The majority of students who left the program during the spring transferred to other programs or schools. Of the 29 who left during the spring, five transferred, six graduated, and 18 left for unspecified reasons. Data on time in the program were available for 191 students: 117 (61 percent) had been in the program for one year or less; 65 (34 percent) had been enrolled for two years; and nine (5 percent) had been enrolled for three or four years.

The majority of students (73 percent) were born in the Dominican Republic and 14 percent were born in Puerto Rico. The rest were all born in Spanish-speaking countries.

More project students (42 percent) were in the tenth grade

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. The areas measured are listening, reading, writing, and speaking. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

than in any other. (See Table 1.) Sixty-eight percent of the students were overage for their grade placement.

The students' academic levels ranged from semiliterate to advanced placement, reflecting their varied educational backgrounds, and each grade contained students whose number of years of education ranged from less than eight to more than twelve. While many students had entered school in their native countries after the age of six, some had never attended school before coming to the United States. A special native language arts course specifically designed to deal with the problem of native language illiteracy addressed the problem.

Most students had limited experience in schools in the United States when they entered the project, with the mean years of education in the United States ranging from 1.7 for ninth graders to 2.4 for eleventh graders.

The students showed a great deal of mobility between New York and their native countries, and from one neighborhood to another. Students with poor skills in their native language had especially serious problems adjusting to and progressing in the American high school.

Students who did not have a strong academic preparation in their native language faced additional stress in learning relatively advanced material and new modes of classroom behavior.

TABLE 1

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2				2
14	2	1			3
15	4	10	1	1	16
16	22	23	3	1	49
17	15	27	15	3	60
18	10	17	19	7	53
19	5	15	14	2	36
20	2	2	2		6
21			2	1	3
Total	62	95	56	15	228*
Overage Students					
Number	54	61	37	3	155
Percent	87.1	64.2	66.1	20.0	68.0

Note. Shaded boxes indicate expected age range for grade placement.

*Data were missing for 24 students.

- The highest percentage of students was in the tenth grade.
- Sixty-eight percent of the program students were overage for their grade.

Project students frequently had important informational gaps and serious personal problems. A common problem among the students was that not only did they have to become oriented to a new environment, but they often had to get reacquainted with their families after a long absence. Often when their parents had immigrated to the United States, they had been forced to leave their children behind with relatives. Thus many of the students felt that when they joined their parents in the United States,
they had either to reacquaint themselves with their families or get to know them for the first time. The students had to contend with an adjustment to a new language and culture and a new family setting.

II. EVALUATION FINDINGS

The Office of Research, Evaluation, and Assessment (OREA) evaluated Project CABES using information from standardized test results, on-site observations, examination of project records, and interviews with project and school personnel.

INSTRUCTIONAL ACTIVITIES

Project CABES proposed objectives in E.S.L., N.L.A., the content area subjects of mathematics and science, and in career advancement courses.

English as a Second Language

- As a result of participating in the program, students will make statistically significant gains in English language proficiency.

Project CABES offered three types of E.S.L. classes: E.S.L., Reading Communication Arts (R.C.A.), and Writing Improvement and Communication.

An OREA field consultant observed a level three E.S.L. class of 20. The aim of the lesson was to teach students the popular names given to important cities in the United States: e.g., New York--The Big Apple, San Francisco--Frisco, Philadelphia--Philly. There were Chinese and Hispanic students in the class; the teacher spoke only in English. The concept of the lesson appeared to be very difficult for students to understand, as evidenced by the amount of explaining the teacher did and the lack of student participation. At the end of the class the teacher asked the students to answer questions on a

xeroxed paper. Since there was not enough time to finish the activity in class, the teacher assigned it as homework.

Student Achievement in E.S.L. To assess students' achievement in E.S.L., the data analyst computed a correlated t-test and the effect size* on students' N.C.E. scores on the LAB.** The t-test determines whether the difference between pretest and posttest mean scores is significantly greater than would be expected from chance variation alone.

The project provided complete LAB pretest and posttest N.C.E. scores for 114 students in grades nine to eleven. The effect size ranged from .16 to .50 indicating low to moderate educational meaningfulness. The difference in means between pre- and posttest was statistically significant ($p<.05$) for grades nine and eleven but not for grade ten. However, for the group as a whole the gain of 3.6 N.C.E.s was significant, and therefore, Project CABES met its proposed objective in E.S.L.. (See Table 2.)

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*The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. Effect size (E.S.) is interpreted to indicate educational meaningfulness, and an E.S. of .80 is thought to be highly meaningful, while one of .2 is considered to be only slightly so.

**Raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Scores can be compared to the norming population.

TABLE 2

Pretest/Posttest N.C.E. Differences on the Language Assessment Battery by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value	Effect Size
9	37	3.4	4.2	6.4	7.0	3.0	7.3	2.47*	.41
10	45	9.6	9.6	11.2	10.4	1.6	9.6	1.10	.16
11	32	10.7	8.9	17.7	12.4	7.0	14.1	2.82*	.50
TOTAL	114	7.9	8.5	11.5	10.9	3.6	10.6	3.58*	.34

*$p < .05$

- Students in all grades but tenth made statistically significant gains on the LAB.

Native Language Arts

- As a result of participating in the program, students will show statistically significant gains ($p<.05$) as measured by pre- and post-assessments with appropriate levels of La Prueba de Lectura.

The Spanish classes sought to teach reading, writing, and conversational skills. Seward Park High School offered an intensive Spanish literacy class to improve students' Spanish literacy as a way of developing generic linguistic skills that would help them learn English. At the same time, the class would provide them with an advanced level of native language literacy that would enhance their prospects on the job market.

Seward Park offered an advanced placement Spanish course for which students might receive college credit if they successfully passed an examination. This class gave the students a sampling of college course content, the assurance that they had the capability to succeed in college by being able to do college work, and provided them with a financial head start because they would not have to pay for those credits once they were in college.

Native Language Achievement. The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura*, Level 4, Forms A and B. The program provided pretest/posttest data for 154 students. Because the publishers recommend using local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard

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*La Prueba de Lectura, San Antonio, Texas: Guidance Testing Associates, 1979.

score gains.

The pretest mean was 65.4 (S.D.=15.9), the posttest mean was 58.5 (S.D.=27.3), and the difference was 6.9 (S.D.=28.0). The students' test scores showed a mean loss of 6.9. In addition, only 40 percent of the students taking the test showed any improvement in their score. The program did not achieve its objective in N.L.A.

Content Area Subjects

- As a result of participating in the program, 70 percent of the students will achieve a passing grade of at least 65 percent in mathematics and science on teacher-made final examinations.

The school provided bilingual subject area courses in prealgebra, computer mathematics, N.L.A. mathematics, general science, American government, American history, and global history.

Students who had relatively few years of formal education in their native country and needed to learn basic mathematical concepts took N.L.A. mathematics. Students who demonstrated progress by passing lower-level courses took computer mathematics.

A field consultant observed a computer mathematics course of 22 students. The class was completely in English and was in an enormous room that was divided into two sections: a classroom and a computer laboratory. The teacher discussed the aim of the lesson: to write and run a computer program, which listed all permutations of three digits and the sums of these permutations.

After the teacher completed the lesson, the class moved to the computer room. Some of the computers were not working and others were on the floor. When the field consultant asked the teacher why computers were on the floor, she answered that they "had been in disrepair for a long time and there was no hope for repairing them, as the school had no repair contract available."

There were too many students for the limited number of computers available. A large group of students remained in the classroom section talking to each other in Spanish.

The teacher said that another problem was that the course had been incorrectly promoted to students as being a computer programming course, rather than a computer math literacy class. When students realized the nature of the class, they lost interest in it. She said that the students were embarrassed to say that they were enrolled in the course.

The field consultant also observed a biochemistry class. There were 20 students present. The aim of the lesson was how dehydration, photosynthesis, and hydrogenation compare to each other. The teacher conducted the class in English, translating into Spanish concepts that she felt were too difficult for the students to grasp in English. She worked from a diagram on the board, of which students had copies. The diagram demonstrated the chemical processes in dehydrogenation, photosynthesis, and hydrogenation. Whenever a student answered a question in Spanish, the instructor repeated it in English, thus providing the students with the words she/he needed to answer the question

in English.

The teacher extensively used the chalkboard to clarify concepts that the students did not comprehend.

Student Achievement in Content Area Subjects. Overall, students did not meet the program objective, i.e., that 70 percent would achieve a 65 percent passing grade in mathematics and science courses. However, 77 percent of the students who enrolled in math courses in the fall achieved the 70 percent passing criterion. (See Table 3.)

TABLE 3

Student Achievement in Content Area Courses

Area of Students	Fall		Spring		TOTAL	
	Number of Students Passing	Percent Passing	Number of Students Passing	Percent Passing	#	%
Mathematics	159	76.7	145	67.6	304	72.4
Science	83	60.2	87	66.7	170	63.5
TOTAL	242	71.1	232	67.2	474	69.2

- Mathematics students met the program objective in the fall; mathematics and science students came close to meeting it in the spring but did not.

Career Advancement

- Seventy percent of the students will achieve a passing grade of 65 percent or higher on teacher-made examinations in typing speed and accuracy, punctuation, grammar, and vocabulary.

- Seventy percent of the students will achieve a passing grade of 65 percent or higher in bilingual employability skills on teacher-made final examinations in labor history, labor laws, how to read the classified ads, how to complete a job application, how to write a resume and cover letter, how to conduct themselves at a job interview, and what skills to acquire after being hired.

- Seventy percent of the students will achieve a passing grade of 65 percent or higher in Bilingual Career Workshops on teacher-made final examinations in specific skills needed for each of the five career areas: health care, import/export, travel, industry, bilingual banking, translating, and interpreting.

- Seventy percent of the students will achieve a passing grade of 65 percent or higher in bilingual word processing on teacher-made final examinations in the areas of producing, storing, recalling, and duplicating material on the IBM electronic typewriter.

A field consultant observed a typing class. The teacher gave instructions in English; the Spanish-speaking paraprofessionals translated them into Spanish. The aims of the lesson were to modify block-style letters and to review for a test. There were 22 students present. The students followed instructions without questions and seemed to understand what they were doing.

The bilingual guidance counselor, in conjunction with CABES' staff, offered career guidance workshops. In these seminars, CABES personnel discussed a wide range of vocational opportunities and how the students could prepare for each one. The thrust of the workshops this year was careers in the

humanities.

Program students might take jewelry-making and woodworking classes if they wished. According to the project director, these courses were popular.

Student Achievement in the Career Advancement Sequence. Project CABES students met the 70 percent passing rate objective in typing, Job Skills I (spring semester), and word processing courses. (See Table 4.) They did not meet the objective in Job Skills II. They achieved their highest passing rate (96.5 percent) in word processing classes in the spring.

TABLE 4

Student Achievement in Career Advancement Courses

Course	Fall		Spring		Total	
	Number of Students	Percent Passing	Number of Students	Percent Passing	#	%
Typing	56	83.9	45	73.3	101	79.2
Job Skills I	-	-	13	92.3	13	92.3
Job Skills II	29	58.6	21	57.1	50	58.0
Word Processing	15	93.3	17	96.5	32	95.0
Jewelry-Making	11	90.9	10	90.0	21	90.5

- More than 70 percent of participating students passed all their career advancement courses except Job Skills II.

NONINSTRUCTIONAL ACTIVITIES

Attendance, Dropout, and Extracurricular Activities

- By June 30, 1988, students in the project will have a rate of attendance equal to that of mainstream students, and a dropout rate no greater than that of the mainstream students.

The bilingual program paid a great deal of attention to students' psychological development and well-being. The bilingual guidance counselor monitored students with behavior problems, conferred with teachers and students, wrote to parents, and conducted workshops on classroom behavior for students with problems in this area. Students who had severe personal and/or family problems were referred to an appropriate social service agency. Peer- and teacher-tutors addressed academic problems.

Project CABES participated in New York University's (N.Y.U.'s) "Stay-in-School Partnership Program" where N.Y.U. graduate students tutored project students, and N.Y.U. faculty members participated in staff development activities.

Student Attendance and Dropout. Data analysts tested the statistical significance of the difference between program and school attendance and dropout rates through the application of the z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's rates) and a standard proportion (the school's rates)

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*Bruning, J.L. and Kintz, B.L. Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1968).

is greater than can be expected from chance variation.

The attendance rate for program students was 96.5 percent in the fall and 93.9 percent in the spring--11 and 14 percentage points, respectively, above the schoolwide rate (82.9 percent). The z-test results ($z > 3.6$) indicate that the difference in attendance rates is statistically significant ($p < .05$). The project met the attendance part of the proposed objectives.

Project CABES did not provide any data on mainstream dropout rate; therefore OREA could not determine whether it had met the dropout part of the proposed objective.

Staff Development

The four objectives in the area of staff training were as follows:

- By June, 80 percent of Project CABES personnel will have participated in staff development activities and in-service training offered by the project director and other resource specialists in the area of bilingual career education and word processing.
- Fifty percent of the staff will have completed a minimum of six credits toward a master's degree or professional diploma in administration and supervision, bilingual education, or a related field.
- Fifty percent of the educational assistants will have completed a minimum of six credits toward a bachelor's degree or training in a field related to the education of LEP students.
- One hundred percent of the professional staff will have attended at least two local, regional, or national conferences, meetings, and workshops in the fields of bilingual education, bilingual career education, word processing, and educational evaluation.

All members of the professional and paraprofessional staffs

attended monthly departmental meetings. Among the topics covered were writing goals and objectives, strengthening the humanities, understanding 17-year-old students, course restructuring, discovering teaching/learning styles, and the U.S. political process. In addition, they participated in program workshops on ethnic sensitivity and South American musical culture. Project personnel also participated in off-campus meetings, such as a conference on applied linguistics, a training workshop on enriching instruction for academically gifted students, and a meeting at the New York Multifunctional Resource Center on issues and trends in teaching mathematics to LEP students. One staff member continued taking courses toward a doctorate in linguistics.

One aspect of CABES was that as paraprofessionals completed their undergraduate studies, they were afforded the opportunity of becoming teachers at Seward Park High School.

Three members of the paraprofessional staff were enrolled in university courses in accounting, social science, education, statistics, and English. Altogether, they completed 11½ credits toward their bachelor's degrees. One paraprofessional graduated as an E.S.L. teacher and was hired as an E.S.L. teacher by the school. She continued working with Project CABES. In addition, all the paraprofessionals were project graduates. This situation offered alumni an opportunity to acquire work experience within a relevant context, while providing project students with positive role models and the incentive to plan for further studies once

they graduated from the school. These staff members had been in the same socioacademic situation as the students and gave them a better understanding of the problems students faced when becoming integrated into a new social, cultural, and educational situation.

Project CABES met its staff development and inservice training objective. It did not meet the objective relating to the completion of credits. It met the objective relating to paraprofessionals' education. It attained the objective relating to conferences, workshops, and meetings. There was a high level of participation by project staff and the project offered a wide range of staff development activities.

Parental Involvement

- By June, 25 percent of the Hispanic parents of LEP students in the bilingual program will have participated in program and school meetings and functions designed to involve them in their children's education.
- At least 40 percent of the parents will have participated with their children in Project CABES' cultural enrichment activities.
- At least 30 parents will have participated in adult E.S.L. classes and/or survival skills workshops offered by Project CABES.
- Parents will have received two issues of the project newsletter informing them of program accomplishments and student progress.

About 30 parents regularly participated in the parents' advisory committee and demonstrated an ongoing concern with the decisions affecting their children and the program. Fifty

parents attended two parent meetings held during the year. Topics discussed with parents included the goals and objectives of Project CABES, the importance of bilingual education, the need for parental involvement and support in the educational process, the parents' advisory committee, and college night.

Project CABES' main cultural enrichment activities were a Latin American Club and a Latin American Festival. Many parents attended the festival which the project students, acting under the guidance and direction of the program staff, had produced.

Examples of activities of the Latin American Club include field trips to the Museum of Modern Art, the New York Public Library, and Rutgers University, and a slide show on high school in Nicaragua. In addition, the club gave a music concert with the Chinese Culture Club that reflected the school's ethnic diversity.

The school principal commended Project CABES as being the school project that generated the most parental and student attendance.

Because of the lack of appropriate data OREA could not determine whether Project CABES had met its parental involvement objectives.

III. CONCLUSIONS AND RECOMMENDATIONS

Project CABES at Seward Park High School fully implemented its proposed services. According to the project director, 75 percent of the CABES students were accepted by postsecondary schools and 25 percent received special honors and scholarships.

A variety of cultural activities gave project students a positive self-image and fostered pride in their native origins. These activities also sensitized the school's mainstream community to Hispanic cultures. The project staff made great efforts to establish contact with and offer services to students' parents.

Project CABES met its student performance objectives in E.S.L. and career advancement courses. It partially met its objectives in attendance and staff development. It did not meet its objectives in N.L.A. or content area subjects.

The conclusions based on the findings of this evaluation, lead to the following recommendations:

- If possible, allocate a larger space for use as the project's office.
- Repair the nonworking computers as soon as possible and purchase a service contract to maintain a reasonably functional level of this equipment.
- Publicize the content of the computer mathematics course to avoid the reported confusion and embarrassment experienced by students who take it.